



State of Rhode Island and Providence Plantations  
**DEPARTMENT OF EDUCATION**  
Shepard Building  
255 Westminster Street  
Providence, Rhode Island 02903-3400

Peter McWalters  
Commissioner

## VACANCY NOTICE

**April 2, 2006**

### RHODE ISLAND DEPARTMENT OF EDUCATION

#### OFFICE OF INSTRUCTION

#### EDUCATION SPECIALIST - MATHEMATICS

**\$67,108 - \$83,108**

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APPLICATION PERIOD:

All resumes must be received or post-marked on or before **April 18, 2006** or until position is filled.

DUTIES AND RESPONSIBILITIES:

See attached job description.

APPLICATIONS:

Send resume, all transcripts, and two current letters of reference to:

Paula A. Rossi, SPHR, Director  
Office of Human Resource Development  
255 Westminster St.  
Providence, RI 02903

Cover letter and resume may be e-mailed to [christine.arslanian@ride.ri.gov](mailto:christine.arslanian@ride.ri.gov)  
Transcripts and signed letters of reference should be mailed.

*REASONABLE ACCOMMODATIONS FOR INDIVIDUALS WITH DISABILITIES CAN BE ARRANGED IN ORDER TO PERFORM THE ESSENTIAL FUNCTIONS OF THE JOB.*

AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

**Telephone** (401)222-4600    **Fax** (401)222-6178    **TTY** 800-745-5555    **Voice** 800-745-6575

The Board of Regents does not discriminate on the basis of age, color, sex, sexual orientation, race, religion, national origin, or disability

**Department of Elementary and Secondary Education**  
**Non-classified Job Performance Description**

**Title:** Mathematics Specialist – Curriculum/Instruction/Assessment; School Improvement

**General Statement of Duties:** To lead and support the state, local districts and schools in standards-based education and systemic reform that work to ensure that all students receive opportunities to learn and achieve high standards by building local district, school and community capacity to design and/or implement exemplary educational programs and services based on state standards and expectations for students.

**Supervision Received:** Works under the supervision of a manager with wide latitude to exercise independent judgment. Work is subject to review on a periodic basis or upon completion for results achieved and for adherence to professional standards of conduct.

**Supervision Exercised:** Generally none. May work as part of teams and in collaboration with others with wide latitude for the exercise of independent judgment to achieve results, may be involved in providing input to the performance management process as a peer or colleague as appropriate.

**Illustrative Examples of Work Performed:**

To provide leadership and collaborative assistance to local districts, schools, and communities to address issues of grade level expectations and grade span expectations, school improvement and systemic reform.

To assist districts and schools in adopting a standards-based approach across curriculum, instruction, assessment and professional development to provide high quality learning opportunities and environments.

To support schools and districts with the implementation of strategic plans to improve student achievement.

To provide leadership and support for improving mathematics education for all students in the state.

To provide leadership and support to local districts and schools in using the NECAP Mathematics Grade Level Expectations (GLEs), state mathematics framework K-12, national standards, and any other documents to revise local mathematics curricula.

To work with the Mathematics Fellows to form a collaborative team to support schools and districts improve mathematics education for all students.

To work with external groups and partners such as the Regional Alliance to promote mathematics and professional development both locally and nationally.

To participate in various committees, panels, work teams and task groups as appropriate.  
Mathematics Specialist – Curriculum/Instruction/Assessment; School Improvement

To perform related work as assigned.

### **Required Qualifications**

#### **Knowledge and Skills:**

A thorough knowledge of mathematics education, particularly with models and approaches reflecting research and experience in school and teacher effectiveness, organizational and staff development and curriculum improvement in mathematics.

Working knowledge of NECAP Grade Level Expectations, standards-based curriculum, instruction and assessment to improve student performance.

Working knowledge of school improvement to assist schools and districts with systemic reform.

A knowledge of trends in curriculum, instruction and assessment of state and federal programs and resources for school improvement.

Ability to provide consultation and professional development in such school improvement tasks as strategic planning, assessing needs and working collaboratively.

Ability to facilitate sharing of information and assistance among districts and schools for school improvement activities in mathematics.

Ability to interact with various groups and individuals and communicate effectively both orally and in writing.

Ability to be a team player and focus on systemic reform for the betterment of student performance.

Familiar with and able to use technology as a tool to enhance services.

#### **Education:**

Advanced degree in mathematics, mathematics education, or education (doctorate preferred) with coursework in such areas as school improvement, curriculum planning and development, and instructional leadership.

#### **Experience:**

At least 10 years employment as a mathematics classroom teacher and work in curriculum development, professional development, and/or school improvement activities. Evidence of familiarity with current trends in mathematics education as evidenced by active participation and membership in national and state organizations. Experience working with students with special needs or who are English Language Learners preferred.

**Or:** Any combination of education and experience that shall be substantially equivalent to above education and experience.

**Must have own transportation and be available evenings and occasionally on weekends.**

Date: April 1, 2004